

**Teach4Mastery's Correlations for Peceptions Blue**

Multiplication, Division, & Fractions

Unit 1

**Nebraska Academic Standards**

Grade: **K** - Adopted: **2009**

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**Unit 1**

<b>NE.MA 0.2. Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 0.2.1.</b>	<b>Characteristics: Students will identify two-dimensional geometric shapes.</b>					
<b>MA 0.2.1.a.</b>	<b>Sort and name two-dimensional shapes (e.g., square, circle, rectangle, triangle)</b>	1				

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		Unit 1				
<b>NE.MA 1.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>					
<b>MA 1.2.1.</b>	<b>Characteristics: Students will identify characteristics of two-dimensional geometric shapes.</b>					
<b>MA 1.2.1.a.</b>	<b>Compare two-dimensional shapes (e.g., square, circle, rectangle, triangle)</b>	1				
<b>MA 1.2.1.b.</b>	<b>Describe attributes of two-dimensional shapes (e.g., square, circle, rectangle, triangle)</b>	1				
<b>NE.MA 1.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>					
<b>MA 1.3.3.</b>	<b>Procedures: Students will use concrete, verbal, and visual representations to solve number sentences.</b>					
<b>MA 1.3.3.b.</b>	<b>Use concrete, pictorial, and verbal representations of the commutative property of addition</b>		2	3	4	5

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**Nebraska Academic Standards**

Grade: **2** - Adopted: **2009**

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		Unit 1				
<b>NE.MA 2.1.</b>	<b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>					
<b>MA 2.1.2.</b>	<b>Operations: Students will demonstrate the meaning of addition and subtraction with whole numbers.</b>					
<b>MA 2.1.2.a.</b>	<b>Use objects, drawings, words, and symbols to explain the relationship between addition and subtraction (e.g., if <math>2 + 3 = 5</math> then <math>5 - 3 = 2</math>)</b>					6
<b>MA 2.1.2.b.</b>	<b>Use objects, drawings, words, and symbols to explain the use of subtraction to find a missing addend (e.g., if <math>3 + \_\_ = 7</math>, then <math>7 - 3 = \_\_</math>.)</b>					6
<b>NE.MA 2.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>					
<b>MA 2.2.1.</b>	<b>Characteristics: Students will describe characteristics of two-dimensional shapes and identify three-dimensional objects.</b>					
<b>MA 2.2.1.a.</b>	<b>Describe attributes of two-dimensional shapes (e.g., trapezoid, parallelogram)</b>	1				
<b>MA 2.2.1.c.</b>	<b>Compare two-dimensional shapes (e.g., trapezoid, parallelogram)</b>	1				
<b>NE.MA 2.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>					
<b>MA 2.3.3.</b>	<b>Procedures: Students will use concrete, verbal, visual, and symbolic representations to solve number sentences.</b>					
<b>MA 2.3.3.a.</b>	<b>Use symbolic representations of the commutative property of addition (e.g., <math>2 + 3 = \_\_ + 2</math>)</b>		2	3	4	5

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**Nebraska Academic Standards**

Grade: **3** - Adopted: **2009**

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		Unit 1					
<b>NE.MA 3.1.</b>	<b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 3.1.2.</b>	<b>Operations: Students demonstrate the meaning of multiplication with whole numbers.</b>						
<b>MA 3.1.2.a.</b>	<b>Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., <math>3 \times 4 = 4 + 4 + 4</math>)</b>	1	2	3			
<b>MA 3.1.2.b.</b>	<b>Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if <math>3 \times 4 = 12</math> then <math>12 / 3 = 4</math>.)</b>					5	6
<b>MA 3.1.2.c.</b>	<b>Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in <math>3 \times 4 = 12</math>, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)</b>	1	2	3	4	5	6
<b>MA 3.1.2.d.</b>	<b>Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence <math>3 \times 4 = 12</math>)</b>	1	2	3	4	5	6
<b>MA 3.1.3.</b>	<b>Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>						
<b>MA 3.1.3.a.</b>	<b>Compute whole number multiplication facts 0 - 10 fluently</b>	1	2	3			
<b>NE.MA 3.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 3.2.1.</b>	<b>Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three dimensional objects.</b>						
<b>MA 3.2.1.a.</b>	<b>Identify the number of sides, angles, and vertices of two-dimensional shapes</b>	1					
<b>NE.MA 3.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 3.3.3.</b>	<b>Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.</b>						
<b>MA 3.3.3.b.</b>	<b>Solve simple one-step whole number equations involving addition and subtraction (e.g., <math>\_\_ + 2 = 3</math>)</b>						6
<b>MA 3.3.3.c.</b>	<b>Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction</b>						6

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Grade: 4 - Adopted: 2009

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		Unit 1					
<b>NE.MA 4.1.</b>	<b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 4.1.2.</b>	<b>Operations: Students will demonstrate the meaning of division with whole numbers.</b>						
<b>MA 4.1.2.a.</b>	<b>Use drawings, words, and symbols to explain the meaning of division [(e.g., as repeated subtraction: Sarah has 24 candies. She put them into bags of 6 candies each. How many bags did Sarah use?) (e.g., as equal sharing: Paul has 24 candies. He wants to share them equally among his 6 friends. How many candies will each friend receive?)]</b>			3		5	6
<b>MA 4.1.3.</b>	<b>Computation: Students will compute fluently and accurately using appropriate strategies and tools.</b>						
<b>MA 4.1.3.a.</b>	<b>Compute whole number division facts 0 - 10 fluently</b>					5	
<b>NE.MA 4.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 4.2.1.</b>	<b>Characteristics: Students will classify two-dimensional shapes and three-dimensional objects.</b>						
<b>MA 4.2.1.a.</b>	<b>Identify two- and three-dimensional shapes according to their sides and angle properties</b>	1					
<b>MA 4.2.1.c.</b>	<b>Identify parallel, perpendicular, and intersecting lines</b>	1					
<b>MA 4.2.4.</b>	<b>Spatial Modeling: Student will use geometric models to solve problems.</b>						
<b>MA 4.2.4.a.</b>	<b>Given a geometric model, use it to solve a problem (e.g., what shapes make a cylinder; streets run parallel and perpendicular)</b>	1					
<b>NE.MA 4.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 4.3.1.</b>	<b>Relationships: Students will represent and analyze relationships.</b>						
<b>MA 4.3.1.b.</b>	<b>Represent and analyze a variety of patterns using words, tables, and graphs</b>						6
<b>MA 4.3.2.</b>	<b>Modeling in Context: Students will create and use models to represent mathematical situations.</b>						
<b>MA 4.3.2.a.</b>	<b>Model situations that involve the multiplication of whole numbers using number lines and symbols</b>	1	2	3	4		
<b>MA 4.3.3.</b>	<b>Procedures: Students will identify and apply properties of whole numbers to solve equations involving multiplication and division.</b>						
<b>MA 4.3.3.a.</b>	<b>Represent the idea of a variable as an unknown quantity using a letter or a symbol (e.g., <math>n + 3</math>, <math>b - 2</math>)</b>						6
<b>MA 4.3.3.c.</b>	<b>Use symbolic representations of the commutative property of multiplication (e.g., <math>2 * 3 = \_ * 2</math>)</b>		2	3	4	5	
<b>MA 4.3.3.d.</b>	<b>Solve simple one-step whole number equations (e.g., <math>x + 2 = 3</math>, <math>3 * y = 6</math>)</b>					5	6
<b>MA 4.3.3.e.</b>	<b>Explain the procedure(s) used in solving simple one-step whole number equations</b>					5	6

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Nebraska Academic Standards

Grade: 5 - Adopted: 2009

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		Unit 1					
<b>NE.MA 5.1.</b>	<b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 5.1.1.</b>	<b>Number System: Students will represent and show relationships among positive rational numbers.</b>						
<b>MA 5.1.1.e.</b>	<b>Classify a number as prime or composite</b>			3	4	5	
<b>MA 5.1.1.f.</b>	<b>Identify factors and multiples of any whole number</b>		2	3	4	5	
<b>MA 5.1.2.</b>	<b>Operations: Students will demonstrate the meaning of arithmetic operations with whole numbers.</b>						
<b>MA 5.1.2.b.</b>	<b>Use words and symbols to explain the meaning of the commutative and associative properties of addition and multiplication</b>		2	3	4	5	
<b>NE.MA 5.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 5.2.1.</b>	<b>Characteristics: Students will describe relationships among two-dimensional shapes and three-dimensional objects.</b>						
<b>MA 5.2.1.c.</b>	<b>Justify the classification of two-dimensional shapes (e.g., triangles by angles and sides)</b>	1					
<b>MA 5.2.5.</b>	<b>Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements using customary and metric units.</b>						
<b>MA 5.2.5.f.</b>	<b>Determine the area of rectangles and squares</b>	1	2				
<b>NE.MA 5.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 5.3.2.</b>	<b>Modeling in Context: Students will create, use, and compare models representing mathematical situations.</b>						
<b>MA 5.3.2.a.</b>	<b>Model situations that involve the addition, subtraction, and multiplication of positive rational numbers using words, graphs, and tables</b>	1	2	3	4		
<b>MA 5.3.2.b.</b>	<b>Represent a variety of quantitative relationships using tables and graphs</b>						6
<b>MA 5.3.3.</b>	<b>Procedures: Students will apply properties of simple positive rational numbers to solve one-step equations.</b>						
<b>MA 5.3.3.a.</b>	<b>Explain the addition property of equality (e.g., if <math>a = b</math>, then <math>a + c = b + c</math>)</b>						6
<b>MA 5.3.3.c.</b>	<b>Evaluate numerical expressions by using parentheses with respect to order of operations (e.g., <math>6 + (3 * 5)</math>)</b>						
<b>MA 5.3.3.e.</b>	<b>Solve one-step addition and subtraction equations involving common positive rational numbers</b>						6
<b>MA 5.3.3.f.</b>	<b>Identify and explain the properties of equality used in solving one-step equations involving common positive rational numbers</b>					5	6

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Grade: 6 - Adopted: 2009

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		Unit 1					
<b>NE.MA 6.1.</b>	<b>Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 6.1.1.</b>	<b>Number System: Students will represent and show relationships among positive rational numbers and integers.</b>						
<b>MA 6.1.1.e.</b>	<b>Identify the prime factorization of numbers (e.g., <math>12 = 2 \times 2 \times 3</math> or <math>2^2 \times 3</math>)</b>				4		
<b>NE.MA 6.2.</b>	<b>Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 6.2.5.</b>	<b>Measurement: Students will apply appropriate procedures, tools, and formulas to determine measurements.</b>						
<b>MA 6.2.5.e.</b>	<b>Determine the area of parallelograms and triangles</b>	1	2				
<b>NE.MA 6.3.</b>	<b>Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.</b>						
<b>MA 6.3.1.</b>	<b>Relationships: Students will represent, analyze, and use relationships to make generalizations.</b>						
<b>MA 6.3.1.b.</b>	<b>Use a variable to describe a situation with an equation (e.g., one-step, one variable)</b>						6
<b>MA 6.3.2.</b>	<b>Modeling in Context: Students will create, use, and interpret models of quantitative relationships.</b>						
<b>MA 6.3.2.a.</b>	<b>Model contextualized problems using various representations (e.g., graphs, tables)</b>						6
<b>MA 6.3.2.b.</b>	<b>Represent a variety of quantitative relationships using symbols and words</b>						6
<b>MA 6.3.3.</b>	<b>Procedures: Students will apply properties to solve equations.</b>						
<b>MA 6.3.3.a.</b>	<b>Explain the multiplication property of equality (e.g., if <math>a = b</math>, then <math>ac = bc</math>)</b>						6
<b>MA 6.3.3.d.</b>	<b>Solve one-step equations involving positive rational numbers</b>					5	6
<b>MA 6.3.3.e.</b>	<b>Identify and explain the properties of equality used in solving one-step equations (e.g., addition, subtraction, division)</b>					5	6